DOCUMENT RESUME

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TITLE Diagnosing and Prescribing. Assessing and Evaluating (Including Experience in Diagnosing). DAP 005.02 (USC).
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ABSTRACT

This cognitive/performance module is designed to teach the use of diagnostic techniques beyond those techniques provided by traditional mass testing. Terminal objectives include: (a) identifying a learning goal, (b) identifying a child who cannot successfully accomplish the learning goal, (c) diagnosing the child's learning strengths and weaknesses and presenting these to a team of peers, and (d) trying instructional activities with the child and providing feedback to peers who designed the activities. To accomplish these objectives, participants investigate the principles underlying assessment and evaluation, survey the instruments of assessment and evaluation currently used in the schools, investigate alternative ways of assessing and evaluating, and explore the language of assessment and evaluation. Learning activities include reading, film viewing, participating in seminars and experimental demonstrations, assessing, evaluating, and interviewing. A flow chart illustrating specific steps of the module is included. (PD)

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CONTENT: Diagnosis and
Prescription
PROCESS: Teaching and
Evaluation
(Including Interviews
in Diagnosis)
PRODUCTS: TAP Vol.5, 1972

[illegible]: Diagnosis and Prescription
[illegible]: Assessing and Evaluating
[illegible]

## [illegible]:

Recent research into the nature of how children learn has revealed information that, placed in the hands of teachers and translated into instructional tools they can use, can provide a strong foundation for classroom learning. Teachers should be able to diagnose a given child's mode of learning in addition to his learning strengths and weaknesses. On the basis of this information, they should be able to prescribe specific instructional strategies and materials for the individual child. In order to do this, they need to learn to use diagnostic techniques beyond those provided by traditional mass testing.

## [illegible]:

The terminal Objective for this module is:

> Participants will diagnose a child's learning strengths and weaknesses by (1) identifying a learning goal, (2) identifying a child who cannot successfully accomplish the learning goal, (3) diagnosing the child's learning strengths and weaknesses and presenting them to a team of peers, (4) trying with the child instructional activities designed by his team of peers and feeding them back to his team.

## [illegible]:

Participants should have [illegible]: DAT 005.02 [illegible] before pursuing this module.

## [illegible]:

In this [illegible] participants will investigate the principles underlying assessment and evaluation and will survey the instruments of assessment and evaluation currently in use in the schools, i.e., [illegible]. In addition, they will demonstrate alternative ways of assessing and evaluating. The language of assessment and evaluation will be explored as well. The module includes [illegible]: film viewing, participation in experimental demonstrations, [illegible], practice in assessing and evaluating, and interviewing. Participants will also [illegible] in diagnosing by identifying a learning

goal, determining a child who cannot perform that goal successfully, diagnosing the child, and presenting his diagnosis to a team of his peers who will then support prescriptions he might use. A follow-up feedback session will determine the participant's own success.

The Enabling Objectives for this module are:

(1) The participant demonstrates understanding principles of assessing and evaluating by reading, by viewing a film, and by participating in a seminar on normative vs. exploratory assessment.

(2) The participant participates in two demonstrations in which the attending psychologist diagnoses a child and explains hypothesis and gives feedback.

(3) The participant participates in a variety of experiences designed to expose him to testing and other means of diagnosing children, and to the attitudes toward testing of educators and parents.

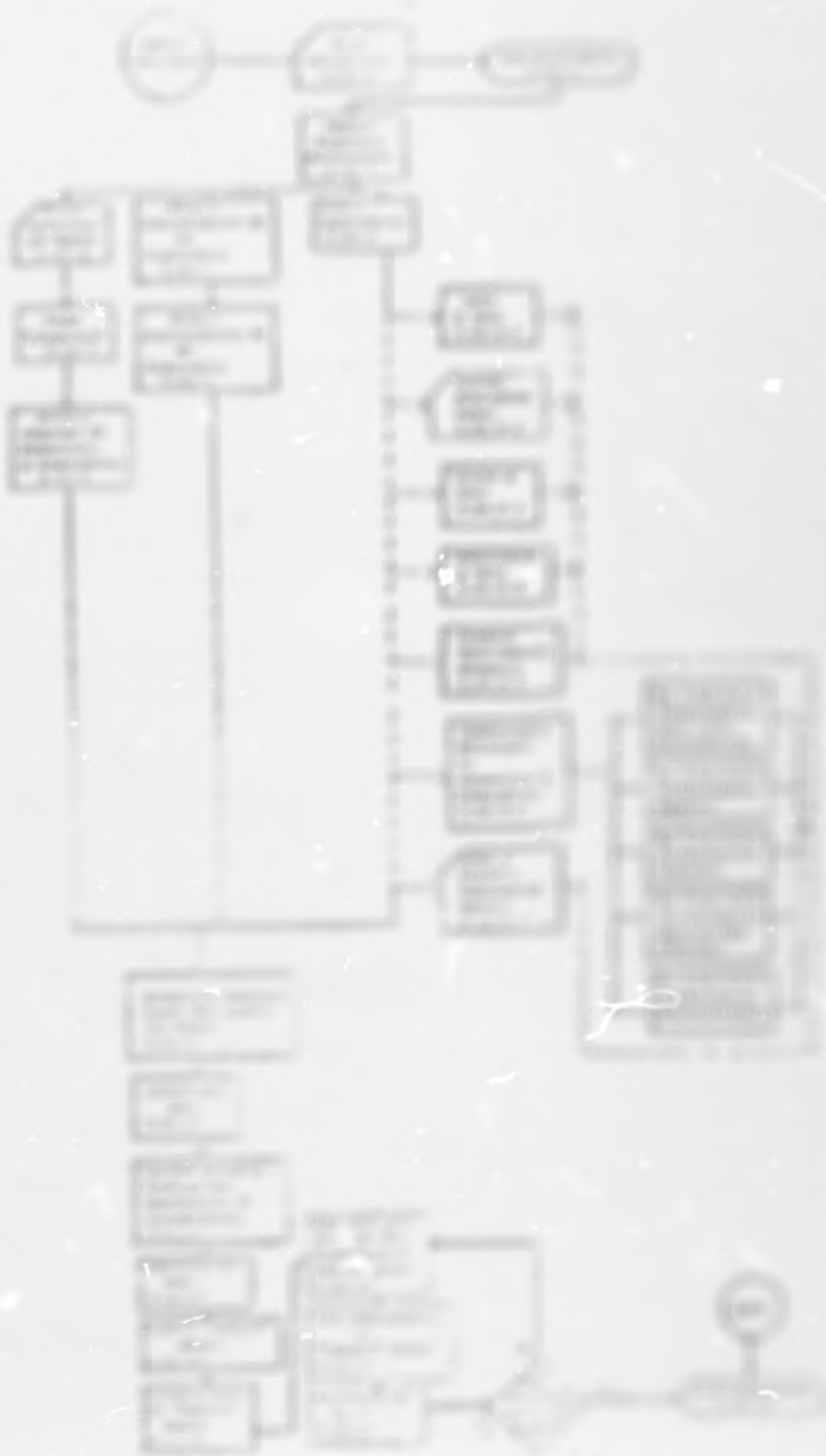
(4) The participant diagnoses a child and prescribes for him by:

(a) establishing with his team nominal learning goals for the children of their school, and selecting one of these for diagnostic purposes;

(b) selecting a "target" child who has not yet achieved the goal and diagnosing his learning strengths and weaknesses;

(c) presenting his "case study" to his team for evaluation and prescription;

(d) review the prescription with the child, and feeding back to the team for evaluation and further prescription (2) weeks.



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